

Christian Perspective Rubric

Component	Unsatisfactory 0-2	Basic 3-5	Proficient 6-8	Distinguished 9-10
CP#1: Overall Christian Perspective				
CP#2: Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite nurturing and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. Students are encouraged to be responsive disciples of Christ. (Students are encouraged to put into practice God's command to love Him our neighbour and ourselves.)	Classroom interactions between the teacher and individual students are highly respectful, nurturing and developing genuine warmth, caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. Students are strongly encouraged to be responsive disciples of Christ. Students encourage each other to be responsive disciples of Christ.
CP#3: Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. . No connections between faith and learning are evident.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained. . Students are rarely invited to see connections between faith and learning	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. . Students are occasionally invited to see connections between faith and learning	Students, throughout the lesson, are highly engaged in significant learning, and make contributions to the class activities. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure. Students are consistently invited to see connections between faith and learning.